 **K-12 Leadership Team**

**PROFESSIONAL LEARNING IN A PROFESSIONAL LEARNING COMMUNITY**

**October 9 through November 13, 2012**

**Guiding Question:** How do we collaborate to implement the MCPS 21st Model of Education and meet the five District goals using a Professional Learning Communities model (DuFour, et al)?

**Long term targets:**

* Meet the five District goals
* Implement the MCPS 21st Century Model of Education
* Integrate Montana ELA Common Core Standards across the District
* Use Professional Learning Communities model (DuFour, et al) district wide

**Short term target:**

* Read an article and a book chapter, watch a video; take notes
* Discuss thoughts from reading and viewing with colleagues
* Articulate your action plan and next steps for developing your school as a professional learning community in a written communication to your Executive Regional Director

**AGENDA**

**TIME Activity Facilitator**

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|  | **Scenario: Karen**    **You know that all schools in MCPS are implementing professional learning communities which emphasize learning, collaboration and results. Yet you have a nagging feeling that you are not providing the type of leadership that is effective for PLCs to really become part of your school’s culture. You resolve to read about leadership and culture, as well as discuss your new ideas with other principals and coordinators, so that you can articulate your action plan and next steps in a written communication to your Executive Regional Director.**  **Review the “Glossary of Key Terms and Concepts.” Keep it handy as you read, discuss, watch a video, and write your action plan/next steps.** |
|  | **\*\*Between 10-2 and 10-9\*\***  **Read** **the Article “**[**In Praise of Top-Down Leadership**](http://www.aasa.org/SchoolAdministratorArticle.aspx?id=6498)**” by Rick Dufour.  Take notes, which you will use to write your action plan/next steps. Bring your article and notes on Tuesday, October 9.** |
|  | **\*\*Tuesday, October 9\*\*** |
| **7:00-7:15** | **Watch** **the video “**[**Educational Leadership with Dr. Douglas Reeves**](http://www.youtube.com/watch?v=Dis2rTPLIdc&feature=related)**.”  Take notes.** |
| **7:15-7:50** | **Form Small Groups Karen**  As a member of a small group, you will discuss your opinion of the DuFour article and its relevance to your work. ***In what way, if any, did your opinion change about principal leadership after reading it.*** You may refer to your notes. Write other people’s ideas in your notes, as well as new ideas you have during the discussion. ***What ideas did you find helpful in the Reeves interview?*** Again refer to your notes and then include ideas that you hear from others and new ideas that come to you.  Protocol: ***TBD*** |
| **7:50-8:00** | **Feedback Mark**  Protocol: ***Plus/Delta*** |
|  | **\*\*Between October 9 and October 16\*\***  **Read Chapter 1 of Fisher, Frey, and Pumpian: How to Create a Culture of Achievement in Your School and Classroom. Highlight/take notes. Review the “Glossary of Key Terms and Concepts.” Bring chapter and notes on October 16** |
|  | **\*\*Tuesday, October 16\*\*** |
| **7:00-7:10** | **Entrance ticket: TBD Karen** |
| **7:10-7:50** | **Form Small Groups Karen**  **Discuss Fisher, Frey, and Pumpian: How to Create a Culture of Achievement in Your School and Classroom**  Protocol:  ***The Final Word*** |
| **7:50-8:00** | **Feedback Heather**  Protocol: ***Plus/Delta*** |
|  | **\*\*Between October 16 and 23\*\***  ***In approximately 60 minutes* write your essay for your ERD describing your new action plan and next steps for solidifying PLCs in your school. Support your plan with details from what you read, viewed and discussed. Emphasize the leadership role you envision yourself playing in shaping the culture of your school. Your essay will be shared with colleagues and posted (scenario) so that students, parents, and staff in your school can read what your thoughts and action plan are regarding both the implementation of PLCs and the culture of your school. Be clear about what your constituents can expect from you.**  **Bring 5 copies of your essay on October 23.** |
|  | **\*\*Tuesday, October 23\*\*** |
| **7:00-7:10** | **Entrance Ticket: TBD Karen** |
| **7:10-7:50** | **Form small groups Karen**  **Read one essay, underline, take notes**  **Author tells their story, colleagues discuss and give feedback**  Protocol: ***Tuning Protocol*** |
| **7:50-8:00** | **Feedback Mark**  Protocol: ***Plus/Delta*** |
|  | **\*\*Tuesday, October 30\*\*** |
| **7:00-7:50** | **Return to small groups**  **Review three essays: author tells their story, colleagues discuss and give feedback**  Protocol: ***Tuning Protocol*** |
| **7:50-8:00** | **Feedback Heather**  Protocol: ***Plus/Delta*** |
|  | **\*\*Tuesday, November 6\*\*** |
| **7:00-7:25** | **Return to small group**  **Discuss final essay as above**  Protocol: ***Tuning Protocol*** |
| **7:25-7:40** | **How does this experience model the type of assessment that, according to Alanna**  **Smarter Balanced, we will be asking students to do in the Common Core ELA**  **Standards?** |
| **7:40-8:00** | **Feedback for the October 9 through November 6 experience Mark**  Protocol: ***Plus/Delta*** |

**“Success isn’t about where you’ve been, it’s about where you are going.” Delano & Morgenroth**